

Structured Medication Education to Improve Patient Satisfaction Scores

Regina Reyes BSN, RN

Lehigh Valley Health Network, Regina.Reyes@lvhn.org

Lauren Souchak MSN, RN, CMSRN, CRRN

Lehigh Valley Health Network, Lauren_L.Souchak@lvhn.org

Follow this and additional works at: <https://scholarlyworks.lvhn.org/patient-care-services-nursing>



Part of the [Nursing Commons](#)

Published In/Presented At

Reyes, R. Souchak, L. (2018, October 16). *Structured Medication Education to Improve Patient Satisfaction Scores*. Poster Presented at: The Association of Rehabilitation Nurses - REACH 2018 Conference. West Palm Beach, Florida.

This Poster is brought to you for free and open access by LVHN Scholarly Works. It has been accepted for inclusion in LVHN Scholarly Works by an authorized administrator. For more information, please contact LibraryServices@lvhn.org.

Structured Medication Education to Improve Patient Satisfaction Scores

Regina Reyes, BSN, RN and Lauren Souchak, MSN, RN, CMSRN, CRRN
Inpatient Rehabilitation Center–Cedar Crest, Lehigh Valley Health Network, Allentown, Pa.

INTRODUCTION

A 34-bed acute inpatient rehabilitation center located within a large, academic Magnet hospital, looked at ways to improve patient satisfaction. By analyzing Press Ganey scores, it is evident that medication teaching is an area to improve.

GOALS/PURPOSE

Medication teaching is an important part of a patient's hospitalization. While on a rehabilitation unit, it is important for patients to understand what medications they will be going home on, how to administer these medications and any side effects to be aware of. This education component is essential to integrate patients back into their home setting to improve compliance and reduce readmissions.

LITERATURE

“Information about what medications to take and how to take those medicines safely and effectively after hospitalization is the most critical area of patient education” (Kimball et al. 2010, p. 31).

“By employing the teach-back method, the nurse can readily assess the educational needs of the patient” (Ahrens & Wirges, 2013, p. 283).

“Teach-back methodology, defined by asking patients to repeat in their own words what they need to know or do, in a non-shaming way, has proven to be successful in educating patients” (Jones & Coke, 2016, p. 537).

METHODS/IMPLEMENTATION

In an effort to improve this part of patient care, patients are given formal medication teaching sessions. This allows for a dedicated, uninterrupted period of time to review medications and their side effects. In the first education session, patients are given cards with medication tips (purpose, side effects). During the second session, the patient does a teach-back with the nurse to demonstrate understanding or identify additional learning opportunities.



- **Staff education via on-line learning modules**
- **Dedicated teaching sessions for patients**
- **Teach back strategies**
 - What is the name of your medication?
 - What does this medication do?
 - What is a side effect of this medication?

REFERENCES:

Ahrens, S. & Wirges, A. (2013). Using evidence to improve satisfaction with medication side-effects education on a neuro-medical surgical unit. *Journal of Neuroscience Nursing*, 45(5) 281-287.

Jones, T. & Coke, L. (2016). Impact of standardized new medication education program on post-discharge patients' knowledge and satisfaction. *The Journal of Nursing Administration*, 44(10), 535-540.

Kimball, et al. (2010). Testing a teaching appointment and geragogy-based approach to education knowledge at discharge. *Rehabilitation Nursing*, 35(1) 31-40.

OUTCOMES/RESULTS

Post implementation, Press Ganey scores were reviewed and showed an increase by 5.8%.

